

This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!

Spring 2015

Doctoral Seminar in Public Budgeting and Finance - Streams

Description . 3 credits. A core course in the curriculum for the Ph.D. in Public Administration. Prerequisite is a masters' level course in public budgeting and finance. A previous methods course covering basic research statistics including regression is beneficial.

This course is intended to provide grounding in the theoretical and empirical literature of public budgeting. Important early works are complemented by more recent contributions in key topic areas. To cover topics in some depth precludes covering the entire range of the field, but students will be prepared to explore other areas of interest in future work. This preparation will serve doctoral students preparing for a faculty position as well as those who will serve in practice, by providing a core understanding of the literature in the field and the experience necessary to continue to examine new research in this area from a critical perspective. After preparing a literature review, students will develop their own related research idea with hypotheses grounded in the literature and propose a strategy for investigating it: this serves as practice for the dissertation process and can lead to a conference paper. Experience analyzing, discussing and writing about this literature will also contribute to scholarly formation by building skills necessary to teach and participate in conferences.

SPRING 2015: Class meets each week on Wednesdays 5:30 – 8:20pm on the Avon Williams campus of TSU, in Room 290.

COURSE SCHEDULE . The most current version of the course schedule is available [online](#). Presentation assignments are visible [online](#), just click on the "Articles List". Updates will be announced on the news area of the eLearn site (be sure to sign up for Notifications). You are responsible for keeping up with assignments, readings, and due dates. While exam dates will not change, I reserve the right to adjust content pacing and exam coverage based on class progress.

Instructor . Meg Streams, Ph.D.

email: mstreams@tnstate.edu Please do *not* use elearn email to contact me.

phone: 615-852-7112 no evening calls please – use email instead

office location . Avon Williams Campus 4th Floor, Suite F-400, Room 403

office hours: **SPRING 2015** T 12-4:30; W 1-4:30; R 2:30-4:30. Please make appointments in advance for office hour meetings, to assist in planning and make the best use of your time. Even contacting me in the AM about a meeting in the PM is preferred to dropping in, to ensure there are not scheduling conflicts at the time you want to meet.

I will make every effort to work with you by email, phone, Skype etc. if we cannot meet in person, so please do not hesitate to contact me at any point during the semester.

Objectives . By the end of the course, students will... (related assessments follow in parentheses)

1. Be versed in the literature of key topic areas of budgetary and fiscal theory and empirical applications. (Readings, Class Discussions, Presentations, Papers)
2. Know how to break down a scholarly article for presentation and critique. (Presentations)
3. Gain practice in presenting and writing academic work with a depth and manner appropriate for the doctoral level. (Presentations, Papers)
4. Understand how to prepare to ask questions and engage confidently in discussion in a scholarly seminar setting, such as at a conference. (Class Discussions, Presentations)
5. Have stronger academic research and writing skills based on stepwise preparation of a literature review and project proposal. (Papers)

Learning resources . Online . Materials for this class will be posted on the **TSU eLearn** page for this course (<https://elearn.tnstate.edu/>) - this includes instructor powerpoints, course objectives, example resources for assignments, etc. Your peers will be sharing their presentations with you via email in advance of class sessions. Note that the eLearn server is distinct from the tnstate.edu server: so even if www.tnstate.edu is down, you should try to access eLearn using the address above directly.

Course announcements will be posted in the News section of our eLearn course homepage, make sure you turn on Notifications so you will get an email when something new is posted there.

Texts . Required:

Buchanan, J. M., & Musgrave, R. A. (1999). *Public finance and public choice: two contrasting visions of the state*. Cambridge, Mass.: MIT Press. ISBN 978-0262024624 or Kindle/ebook edition ASIN B002S0OBR8

Recommended:

Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Los Angeles, CA: SAGE. ISBN 9781452257884 or Kindle/ebook edition ASIN B00HFYGDUDK

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specific topics. I encourage you strongly to purchase a copy of these books to have to refer to during the semester and in preparation for the comprehensive exam, and to retain for your professional library. You do not have to have the latest editions, so used copies can generally be found rather cheaply.

Please understand that I will NOT be lecturing from these texts; they are suggestions of references you may want to have available for study during the course and when you prepare for preliminary or comprehensive exams. If you have not taken the MPA prerequisite to this course (PADM 6230), it is especially incumbent on you to have references available for self-study to catch up as needed – **I do not re-teach the prerequisite during PADM 7230, and PADM 7230 is not a “lecture” class: it is a doctoral-level seminar, which means you will be doing most of the talking.**

Suggested “background books”:

Congdon, W. J., Kling, J. R., and S. Mullainathan. 2011. *Policy and Choice: public finance*

through the lens of behavioral economics. Washington, DC: Brookings Institution Press.
Rubin, I.S. 2005. The Politics of Public Budgeting: Getting and Spending, Borrowing and Balancing.
Wildavsky, A. and N. Caiden. 2003. The New Politics of the Budgetary Process (5th ed.). For this one you don't want an older edition or it gets even more out of date.
Mikesell, J. 2006 or other edition. Fiscal Administration.
Finkler, S.A. 2004 or other edition. Financial Management for Public, Health and Not-for-Profit Organizations.
An upper level undergraduate or beginning graduate-level microeconomics text.

Policies . **Attendance .** As a seminar-based, doctoral-level course, student presentation of material and guided discussions will be the core vehicles of instruction. Your full attendance and active contribution are necessary. Class participation makes up part of your grade, and absence or repeated tardiness will affect this evaluation. I will not distribute notes from the class (any handouts or slides will be made available in eLearn).

Learning environment . You are expected to conduct yourself courteously and professionally in class, so that a learning environment is maintained for all. This includes, but it not limited to, coming to class prepared; listening to and engaging with classmates in a respectful manner; and turning off cell phones before class. This is a SEMINAR COURSE, meaning a great deal of the value of the class time derives from informed, active and relevant participation from all class members: coming to class unprepared in the assigned readings wastes your peers' time as well as your own.

Syllabus . I reserve the right to adjust this syllabus and the scheduling of topics as the semester proceeds.

Quality of written work . As academics and professionals in service or in training, I expect you to adhere to a high standard in your written work. Leave yourself time to reread and revise written work before the due date. Grammar and spelling errors distract the reader and lessen your credibility, in the classroom as in the workplace, and will affect the evaluation of your work. Format of papers is detailed in their respective guidelines.

Exams . A midterm and a comprehensive final will be administered. A list of sample review questions will be provided before the exams, to assist in guiding your preparation (single article question examples are available [online](#); synthetic comps-type questions are available [online](#) as well – just click on the appropriate tab towards the top of the page) – however, exam questions are not necessarily limited to those topics covered on the review. The exam is closed-book and is designed to help you prepare for the type of experience you will have on the PhD prelim exam or the written portion of the PhD comprehensive exam.

Participation in class discussions . Most often we will cover the relevant readings for a class session through a seminar-style discussion including several students' presentation on the selected key articles (as described below). The presenting students will then facilitate a discussion on the background, theory, method, and implications of the work. Students who are not presenting that week are expected to have read the articles closely in advance and to engage actively in this discussion. To encourage and focus your preparation, in those weeks in which you are not presenting, you are expected to formulate two thoughtful questions relating

to the week's reading. See the presentation guideline for more information on this. The goal is not that you know the answer already, but that you have considered the readings carefully enough to come up with questions that are relevant and interesting.

These presentation, discussion facilitation, and question preparation activities not only prepare you for a future teaching role, but also for your roles at academic conferences. As scholars you will be expected to present, serve as discussants, and further the work of other presenters by asking questions and exchanging ideas: this course should help you to develop a comfort level with these tasks.

Presentations . Multiple times during the semester (number to be determined, depending on the size of the class), you will prepare a presentation based on a key article or articles in the session's readings. Not all readings listed in the syllabus will be presented. Even if they are not covered in class, the readings should be completed to help you prepare for the final and the comprehensive exam. Details regarding length and method of presentation are provided in the presentation guideline. The *ISI Web of Science* citation database or Google Scholar can be used to identify later works (or contemporaneous, if your article is recent) that relate to your article; the first day of class we will cover its use as well as the use of citation management software (such as *EndNote*). Familiarity with these tools will serve you well in this class and in your scholarly work.

Topic statement, literature review, and proposal . A key product of this course will be a proposal for a research project in the field of public budgeting and finance. We will build up to this result with several stages: first, after the first few class sessions a **one-page topic statement** will be due (ungraded but required for class participation). Look ahead through the readings to get ideas of literature threads that are interesting to you, or that you can see relating to your policy area of interest. You will receive feedback on your topic and guidance on refining it if needed. Second, about mid-way through the semester a **literature review** will be due, generating the background necessary on your chosen topic for the development of a research proposal (at least twenty works should be cited, and the review should be synthetic rather than a catalog – see details in the guideline). Finally, on the date indicated in the schedule in this syllabus **the proposal** will be due (see the proposal guideline for details). The key goal of this project is to demonstrate your grasp of the scholarly research process by coming to grips with a new literature, identifying a gap or fruitful new application, and proposing a sensible and theoretically justified approach for this extension – not statistical details. You do not need to carry out the actual analysis for this course. Ideally, you will have a good head start on a project to work on for a conference paper and possibly even an idea that could grow into part of a dissertation, if budgeting and public finance is your field of interest. If not, you will still have gained practice in the skills you need to go through the dissertation process in your chosen area. To share your interests and ideas with your classmates, during the last class session each student will give a brief summary of their topic and proposed project. This presentation is informal and not part of the proposal grade, it counts simply towards class participation.

Accommodation . Contact Patricia Scudder, Director of Students with Disabilities (615-963-7400, Office of Disabled Student Services), preferably before the fourth class meeting, if you need accommodation. The College of Public Service and Urban Affairs, in conjunction with the Office of Disabled Student Services, makes reasonable accommodations for qualified students

with medically documented disabilities. I need to be aware of your status if it will affect your class activities and assignments – *before* assignments are due.

Components that influence your holistic class participation grade . Attendance (missing more than two classes over the semester; not showing up to present); tardiness (consistent and/or substantial), turning in discussion questions on time (when not presenting); active vs. passive vs. unprepared participation in class discussion; one-page topic summary on time; informal presentation of proposal topic in last class.

Grading . Work is due in eLearn by 11:59PM on the due date (three days before the day of class – ex. for a Wednesday class the work is due by Sunday evening 11:59pm). If eLearn is down, email or fax it to me by that same time. Do not wait till the next day to transmit the work to me. Remember that if the www.tnstate.edu website is down, you should try to access eLearn directly at <https://elearn.tnstate.edu/>.

If you are unable to submit to eLearn, you must submit your discussion posts or other assignment BY EMAIL TO mstreams@tnstate.edu OR FAX to 615-345-0507 (instructor's fax NOT the department fax) BY THE DUE DATE/TIME. No hard copy assignments will be accepted. You should plan ahead so that last-minute computer issues do not derail your submission of assignments on time.

I reserve the right not to accept late work for a grade. All deadlines are announced in advance to allow you to plan for completion. Late work may be assessed a substantial penalty or receive a zero depending on the reason and degree of lateness. The value I seek to emphasize in making decisions about late work is equity, which includes weighing the efforts of students who also had demands on their time, but submitted work on time nonetheless. Nearly all of the students in our program work full-time and have family and other commitments. Forgetting a deadline or not planning well to allow completion of work, given other demands on your time, is not a sufficient reason for not submitting an assignment on time. Job expectations and non-emergency family events are also time commitments you should seek to plan around, not appeal to at the last minute as an excuse.

Dropping or withdrawing from a class. I cannot withdraw you from the class myself; if you want to withdraw, you need to complete the required actions in myTSU by the last date of possible withdrawal (you are responsible for knowing this date, always see the appropriate [TSU Academic Calendar](#)). Faculty are obligated to report non-attendance or stopped attendance at certain intervals during the semester, which can result in your being taken out of the course by the registrar. If you stop fulfilling class requirements but do not take the proper actions to withdraw by the deadline, and you remain on my roster at the end of the semester, you will receive a course grade based on what you completed plus zeros for the course elements you did not complete. This often results in an F.

Course elements.

	<u>Percent of grade</u>
Class participation	5%
Presentations	15%
Midterm	20%
Lit Review	15%
Proposal	20%
Final Exam	25%
	<hr/> 100%

Scale (text descriptions adapted from TSU Catalog):

- A 90% - 100%
Excellent: work of exceptional quality which indicates the highest level of attainment on an assignment.
- B 80% - 89%
Good: work above average which indicates a high level of achievement.
- C 70% - 79%
Work of average quality representing substantial fulfillment of the minimum essentials of an assignment.
- D 69% - 60%
Poor: representing passing work but below the standards of graduation quality. Some minimum essentials not completed.
- F 59% and below
Failure: representing unacceptable performance on an assignment. Few to no minimum essentials completed. May be assigned for plagiarism or academic dishonesty by the instructor (for an assignment or the course; see TSU Catalog, *Academic and Classroom Conduct*).

Academic honesty and plagiarism . I will follow University procedures in dealing with any instances of plagiarism, cheating, and other types of academic dishonesty in this course (see TSU Student Handbook and Graduate Catalog). You should be aware that penalties can range from a lowered grade on an assignment from what it otherwise would have been, to no credit for an assignment, and on, up to dismissal from the program. My actions regarding plagiarism will depend on the severity of the individual case. In a severe case I may assign a grade of zero for the assignment, or pursue other options according to TSU policy as described in the TSU Student Handbook. In summary, you are expected to do your own work and follow academic standards rigorously in crediting the ideas, words and findings of others. Resources are provided to you in the support modules in eLearn concerning various types of plagiarism, including patchwork plagiarism, and strategies for avoidance. I expect that you have reviewed and understood all resources I have provided to you regarding avoidance of plagiarism including the *Statement of Academic Responsibility for Written Work* before you turn in any written work in this class, and I expect you to reflect that understanding in your writing process and written work. Academic honesty is the foundation of the scholarly pursuit of knowledge; if you are not sure what constitutes plagiarism or how to handle a specific instance of crediting

another individual's work, feel free to bring these questions to me.

In general, should you have questions about academic honesty, your performance, or any other issue concerning this course, I encourage you to talk with me as soon as the concern arises throughout the semester. Problems in this area sometimes arise as a result of feeling pressured as a deadline approaches; promptly bringing questions and problems to the instructor can help to prevent this situation. **Plagiarized work is never an improvement on whatever original work with correct citations you are able to generate on your own.** This course is part of your training as a scholar, and only evaluation of your genuine effort can serve the learning objective. Also note that ethics is listed first among the core values of our department programs, and that you are being prepared to “promote trust and public value.” Plagiarism, even unintentional, and academic dishonesty are inconsistent with these statements.

Ethics and professional preparation . The focus of this course is on theoretical and empirical aspects of public budgeting. In application of this and other content learned in this program generally, you should be guided by the ethical standards of your field. I encourage you to consult the ethical code of the professional organization(s) relevant to your field of interest, and to continue to seek out information on their application throughout your studies.

- American Society for Public Administration
(http://www.aspanet.org/public/ASPA/Resources/Code_of_Ethics/ASPA/Resources/Code_of_Ethics/Code_of_Ethics1.aspx?hkey=acd40318-a945-4ffc-ba7b-18e037b1a858)

Academic Responsibility and Written Work

The goal of your instructor in sharing this statement with you is to help in your professional formation; and to proactively prepare you to meet the expectations others have – in the workplace and in the academy – of those who hold the degree you seek.

Plagiarism (unintentional or intentional) and academic dishonesty take a number of forms, including but not limited to intentionally or unintentionally misrepresenting others' words, findings and ideas as your own; incomplete paraphrasing of others' words even if a citation to the source is included ("patchwork paraphrase"); modeling your entire, or large parts of your paper, on the structure of another paper's text (topics covered, flow of ideas); turning in work (in whole or in part) which you wrote for another class, as though it were new work written for this class; turning in work written by another person or with another person as though it were your own individual work. Consequences of plagiarism and academic dishonesty may be severe, up to and including dismissal from the graduate program.¹

Resources explaining plagiarism and the mechanisms of proper academic attribution in detail, including the issue of incomplete paraphrase, have been made available to you in the support modules in eLearn for this course, and that it is your responsibility to explore them fully prior to engaging in writing for this course. These resources also include strategies for writing workflow that help avoid inadvertent plagiarism.

The ease of certain acts – such as "copy and paste" of electronic text – make it possible to lose track of what words and ideas are yours, and which were the authors', in your notes. Careful and systematic research and note-taking practices are necessary to avoid plagiarism.

While online sources for determining degree of textual similarity (such as TurnItIn) provide numerical estimates of the percent of similarity, there is no such thing as an "acceptable" threshold level of misrepresenting of others' words, findings and ideas as your own. In a long document, even a single sentence which is a patchwork paraphrase could be considered plagiarism and have serious consequences - but would receive a low "score" using TurnItIn's metric.

You may ask your instructor in private or in class to clarify any questions about this statement as well as general or specific instances of properly representing others' words, ideas and findings, and it is your responsibility to seek such assistance.

Ignorance of the accepted academic standards for original work and plagiarism is not an acceptable excuse.

The goals of writing assigned in this course include:

- To permit the assessment of your understanding of materials you have read
- To permit the assessment of your ability to synthesize information, findings and ideas of others in a fluent, organized fashion, without misrepresenting them as your own
- To permit the assessment of your ability to derive new insights from existing knowledge.

Writing in a way that communicates accurately, clearly, and honestly is hard, frustrating and time-consuming – but only your dogged and repeated attempts to produce such writing will help you to improve; build confidence; and allow assessment of your progress. By your pursuit of this degree, you are indicating your sincere commitment to the professional standards of its activities, including writing.

¹ Tennessee State University. (2011). *'11-'13 Graduate Catalog*. Nashville, TN: Tennessee State University. pp.43-44.

The following are examples of common ways in plagiarism and academic dishonesty may occur in written assignments.

I. Inappropriate paraphrasing, quotation, and citation include:

- (A) Including a direct quote, within quotation marks, without citing the source. You have not provided the source of the material, even though you have indicated (with quotes) that it is not your own.
- (B) Incorporating facts, findings, or ideas from a source into your writing and including an in-text citation of the source, but failing to paraphrase the original wording of the source either completely or partially (i.e., incomplete or patchwork paraphrase). This is a very common but serious form of plagiarism, and it is *not* acceptable even if unintentional. You have given credit for the *content* but not the *wording* of the source. You must ensure that your note-taking and writing procedures allow you to keep track of wording that is your own versus that of the source, to avoid unintentionally creating this problem.
- (C) Incorporating facts, findings, or ideas from a source into your writing by expressing them in your own words (properly paraphrased and summarized), but without citing the original source. Here you have not given credit for the *content* of the source although you have changed the *wording*.
- (D) Incorporating facts, findings, or ideas from a source into your writing and failing to fully paraphrase the original wording of the source either completely or partially (incomplete or patchwork paraphrase) as well as failing to cite the original source. Here you have appropriated *both* the wording and content of the source.

II. Academic dishonesty includes:

- (A) Modeling your entire paper, or large parts of your paper, on the structure of another paper's text (topics covered, flow of ideas).
- (B) Turning in a paper you have written for another class, or using parts of a paper you have written for another class, without consulting the instructor in advance to find out if this is acceptable.
- (C) Misrepresenting another person's work, or work done in collaboration with another person, as your own individual work (even with that person's consent).
- (D) Taking another person's work without their knowledge and submitting all or part as if it were your own work.
- (E) Buying a paper and submitting part or all of it as if it were your own work.

III. Common poor writing practices connected with giving credit for and use of material from other sources, which can affect your grade but which do not constitute plagiarism:

- (A) **Errors in details of formatting citation or references:** You should follow the conventions of whatever formatting system your instructor requests, i.e. APA or other system. The point of formatting systems is to ensure that you include each piece of bibliographic information, and that you do so in a way that makes it easy for the reader to find the source. All the major styles have detailed guides available online and your instructor can recommend one to you.
- (B) **Over-reliance on quotes:** Trying to avoid plagiarism, you should *not* take the shortcut of stringing together a paper out of many quotes. Quotes should only be used sparingly. Examples of times when it is appropriate to use quotes include: when the source author has coined a particularly apt phrase; when you need repeat an exact definition, for example from a regulation, which is critical for the topic of the paper; or when reporting an informant's exact words, for example in qualitative research. Otherwise summarize and paraphrase (with proper citations) rather than using quotations. If your paper is mostly quotes, clearly you have not done much integration, analysis or synthesis of the material you have read.
- (C) **Stand-alone quotes:** Quotes should have an introductory phrase which helps it to fit in to the flow of your text – not just as an isolated chunk. For example, this sentence introduces the quote in a way that makes it clear what the point is: In contrast to Smith (1988), Jones (2000) found in a study of New York City subway riders that on average, "coffee is preferred to tea as a commuting beverage." [A bad standalone version could be: Jones (2000) studied New York City subway riders. "Coffee is preferred to tea as a commuting beverage" (Jones 2000).]